



Velma F Thomas Early Childhood Center (/school-plans/426) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
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02/18/2016	Mary Kay, Rachel, Jo Ann, Tyler, Bertha, Nancy, Jessica P., Sue, Gaby	Gather evidence for SEF dimensions
02/25/2016	Mary Kay, Rachel, Jo Ann, Tyler, Bertha, Nancy, Jessica P., Sue, Gaby, Peter, Maribel, Marta, Adela, Jessica S.	Add evidence for SEF dimensions and begin rating
03/02/2016	Mary Kay, Rachel, Jo Ann, Tyler, Bertha, Jessica P., Sue, Gaby, Peter, Maribel, Marta, Adela, Jessica S.	Finish rating and discuss areas of focus
03/10/2016	Mary Kay, Rachel, Jo Ann, Tyler, Bertha, Sue, Peter, Maribel, Nancy, Joanna, Marta, Adela	Finalize areas of focus and begin strategy and action plans
03/28/2016	Peter, Mary Kay, Marta	Finalize strategies and action plans
04/08/2016	All staff	Review and finalize CIWP
06/14/2016	LSC	Approve CIWP

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

1 2 **3** 4

School's mission and vision demonstrate a commitment to a shared vision of children's success and drive the school's priorities of the CIWP (A5). Staff Handbook given to all staff at beginning of year, along with 1-page of staff expectations, 5 Essentials-rated strong and very strong in program coherence, effective leaders and collaborative teachers. CPS Framework for Teacher 4d and 4e-92% of teachers rated proficient or distinguished in 2014-15. Principal rated distinguished for State of the School Address and CIWP development. (A1) in 2015-16. Teachers implement data driven decision making as demonstrated through lesson plans, assessments-TS Gold, curriculum meetings, studies' documentation. ILT and all-school staff meetings occur biweekly and monthly; professional development and problem solving happen within the context of the entire staff team. (D4)

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Score

1 2 **3** 4

The ILT includes teachers and teacher assistants from special, general, and bilingual education. The ILT continued to develop and implement the powerful practice of Story Dictation from 2014-2016, using Authentic Literacy Assessment based on Vivian Paley's work on Story Dictation and Dramatization. They acted as mentors to teachers new to the Authentic Literacy Assessment, observing and modeling story dictation for them. ILT continues to plan for peer observation training and PQS feedback in 2015-16. CPS Framework for Teacher 4d and 4e-92% of teachers rated proficient or distinguished in 2014-15.

The ILT has been instrumental in providing input regarding staff professional development needs and wants. ILT members have organized and led staff professional development activities. The ILT has also regularly reviewed attendance data in order to provide the necessary education and support to parents on the importance of regular preschool attendance. ILT agenda and minutes show this work. Instructional Leadership in the 5 Essentials was rated very strong in 2014-15. In addition, 5 Essentials-rated strong and very strong in program coherence, effective leaders and collaborative teachers. ILT effectiveness rubric rating of an average of '3' (proficient).

-rated distinguished for State of the School Address in fall 2015

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓	ILT Effectiveness Rubric Score
	✓	ILT artifacts (e.g. agenda, calendar, protocols, minutes)
	✓	Evidence that work of ILT has contributed to positive outcomes for students and staff
	✓	Teacher team agendas/minutes reflective of ILT focus
Measures	✓	Five Essentials: Instructional Leadership
Five Essentials		Effective Leaders Collaborative Teachers
CPS Framework for Teaching		4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders		A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

1 2 3 4

Monthly Meetings
with Network 8

§ Case Managers

§ Principals

§ Assistant Principal

§ Bilingual Lead Teachers

CPS-ECE
-CPC Meetings

At Thomas-Bilingual Specialist, Case Manager, and Lead Teacher support teaching teams within classrooms in areas of second language learning, modifications, and emergent curriculum and literacy.

-Monthly SPED teacher meetings
-bimonthly para meetings

Quarterly Meetings

o N8TLs

o ILT

o Reggio-inspired PD with Karen

o Early Math PD with Erickson Institute

o Reggio and Art PD with Kristen

o N8 Art teacher trainings

Other Professional Development/Learning
o Bilingualism and the Rights of Children Flex Day PD

Classroom and support staff are given opportunities to go to conferences sponsored by Reggio Emilia Schools in Reggio Emilia, Italy, NAEYC/CAEYC, NAREA, Crossroads for Learning, Columbia College, and Erickson Institute which support opportunities to learn more about the Reggio Emilia Approach/constructivist learning.

o CPS SPED round tables

o Resource Center for Autism and Developmental Delays programs

o Social and Emotional Learning-staff and parent workshops with Barr-Harris Grief Center staff-psychologist and art therapist

Weekly Curriculum Meetings

Monthly All Staff Meetings

Administrative Team Meetings-Administrative team meets monthly to develop new strategies and techniques for coaching teachers.

Additional professional learning opportunities within the school and beyond

PQS protocols

Lesson plan feedback

Material Explorations

Book clubs

PECS training

Pyramid training

Columbia City Study/Seminar

School/Classroom Visits (Barbara Vick, LEEP, etc)

Sharing of Professional Enrichment Literature and Resources (podcasts, books, articles, etc)

Saturday Flex work days (2 of the 3)

School-designed professional development

Teacher Initiated Learning Opportunities: Creating social stories, developing visual supports, yoga, materials workshops, sharing podcasts and articles

The entire school education staff participates in year long PD focusing on the Reggio Emilia Approach and more specifically small group and large group learning within the Reggio Emilia context.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

1 2 3 4

The school's organizational chart demonstrates the staff distribution per classroom. 92% of teachers and 84% of the TAs and SECAs were retained in 2015-16. In addition, CPS Framework for Teacher 4d and 4e-92% of teachers rated proficient or distinguished in 2014-15. Hiring protocol documents exist for teacher and special education teacher candidates for phone screening and subsequent interview to promote objective data gathering. Thomas utilizes outside SEL supports for children and families: Barr-Harris Grief Center, Gads Hill, Metropolitan Family Services. Staff from these organizations work alongside teachers 1-2 days per week. Last year, attendance increased by 2.5%, math goals were met and literacy goals were surpassed. (See State of the School address-2015-16)

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Score

1 2 **3** 4

Creative Curriculum which is aligned to TS Gold and Common Core Kindergarten skills, includes a Scope and Sequence. With our focus on Emergent Curriculum as well, teachers follow children's interests to build units of study. All plans include supports for Special Education and for ELL's, where the school differentiates literacy groups.

Our teaching philosophy is based on the Reggio Approach (child directed, parents as teachers, exploration and questioning, collaboration) which is early childhood approach that is recognized internationally. The Reggio approach dovetails and supports the CPS Framework for Teaching by emphasizing emergent curriculum based on teacher and student's interests.

Materials are an important aspect of this by having quality literature and providing opportunities for children to dictate stories so they can begin to understand the arc of a story, character development and setting. Transformational materials (clay, wire, paper, watercolors, etc.) are introduced and children gain facility with their properties and possibilities. This method enhances communication, possibilities, and makes learning visible in literacy, math, science, and all areas of interdisciplinary learning. The learning allow for continuous reflection in discussion and analysis of the work by children with teacher's support.

Teachers carefully listen and interact with children, culling possible curricular areas to investigate, in order to develop long term units of study. One outcome gained is in the children's awareness for the interactive and explorative nature of learning. Within these units, teachers integrate content connecting the children's experiences to multiple standards and benchmarks connected to the Illinois Early Learning Standards, Creative Curriculum and Common Core.

In addition, teachers utilize the lesson plan format to reflect on children's learning and create flexible learning groups throughout the week in addition to demonstrating materials exploration and provocations. Teachers pose open-ended and thought-provoking questions to maximize children's learning.

Teachers have implemented best practices for early childhood Mathematics through the support of the Erikson Institute Early Math Collaborative by attending summer training sessions, on site coaching and all staff professional development by Rebeca Itzkowich.

Classroom studies supports both long and short term in depth studies, multidisciplinary which include Social Studies, Science, Math, Literacy, the Arts and Social/Emotional development.

Whole school action research project is being implemented on large and small group instruction and learning which include group observations and peer observations.

Nature center investigations is ongoing to support flexible grouping and cognitively demanding tasks.

The Reggio Approach uses, as one of the elements, transformative materials, including clay, wire, paint, recyclables, natural materials. This Approach lends itself well to the Arts and uses long/short-term studies to express and enhance children's ability to communicate their thoughts and ideas. Reggio materials guidelines are used to scaffold the materials explorations in the classrooms.

Data is available from TS Gold, pre-k standards for all classrooms to assess individual classroom growth as well as school growth. In 2014-15, children increased their math growth goals (meeting and exceeding widely held expectations), moving from 79% to 84%. In Literacy, children's growth moved from 66% to 88%.

Literacy portfolios have been developed in some classrooms and connected to a rubric to assess children's oral language, vocabulary, story construction, and other literacy skills. This is an authentic assessment developed locally using the most current research in early childhood literacy development.

Documentation of children's work is used for furthering growth in long term studies. Teachers collect children's work, transcribe their conversations and observations, gather photos and video documentation and organize it in order to assess the children's understanding, ability, and levels of interest. They use this documentation to reflect and analyze, with the children and, at a separate time with colleagues, so asked to further evolve and deepen the study. In addition, student work is assessed weekly during curriculum meetings in order to further student engagement and learning.

Pre-IPT language assessments are used at the beginning of the year to note student's second language development needs. AEPS and DTKRIL and IEP goals are used regularly with students with IEPs to determine individualized instruction and focus in the classroom.

Parent-Teacher conference narratives students reports two times per year provide opportunities for systematic communication with parents on student growth and home support of student's goals. Attendance reports are used on a monthly basis to identify and provide for student/families support needs.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and**

the skills expected.

- Identify the essential understandings – what students should learn in greater depth. In other words, know ‘covering everything but learning nothing’ does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential ‘learning tools’ across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between ‘regular courses’ and ‘advanced courses’ (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTixYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 2 3 4

Instructional Materials: The school maintains an extensive selection of high quality materials including:

-High quality literature that includes various books and print concepts in a child's home language; specifically in Spanish and Chinese. In addition to classroom literature materials, the school has an extended library for children, families, and teachers to access.

-The school has a variety of manipulative materials for hands on experiences and extended learning including a variety of building materials, problem-solving materials, social emotional supports, mathematical and science materials. The materials are utilized in various ways and areas of the classroom and school. The materials are open-ended and teachers encourage children to use materials in a way that best suits the child that provides more opportunities for critical and symbolic thinking.

-Arts materials are used with intention and in an in-depth exploration to foster a deeper understanding for materials and supports how the materials can be used in future use and other experiences. Arts materials include: clay, wire, various types of paint, natural materials, wood, paper, and recyclables. Technology is also utilized with children such as projectors, cameras, elmos with children's work

-Documentation of student's work is used as a material allowing children to reflect, extend, and elaborate on their previous experiences. This includes photographs, student samples of art work, literacy portfolios including story dictations, writing, and dialogue.

-Materials are available for various diverse learners to support children's learning. The materials are authentic and made by their teacher, for example, visual supports include photos of the actual child participating in the classroom, drawings by the child, and photos from home. Picture schedules, visual timers, feeling boards, and communicative devices are also accessible for diverse learners in our school.

Guide for Instructional Materials

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.

- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1 2 **3** 4

Classroom teaching teams meet weekly with another classroom teaching team to view, reflect, and discuss children's work of the current studies and observations that occur. Curriculum teams then plan together with support and feedback from each other that will meet children within their current development, ensuring student tasks are constantly being differentiated for students in the classroom. Weekly documentation is entered into the TS Gold system, allowing opportunities for teachers to assess what children have been involved with and where they need more support. Weekly lesson plans show weekly provocations implemented to promote children's exploration, critical thinking and problem solving. We need to use on a regular basis the story dictation rubric to measure student progress.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**

- Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
- Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
- Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives. (adapted from Creating Pathways to Success, Ontario)

Score

1 2 3 4

•In supporting children to be prepared for Kindergarten, we begin with children developing their relationships with children and parents to support children's social/emotional and cognitive development. We do this by utilizing their inter-relationship with the learning environment and their peers by creating paths for children to be independent, self-regulated, be motivated, curious, and compassionate.

•Materials are an important aspect of this by having quality literature and providing opportunities for children to dictate story so they can begin to understand the arc of a story, character development, and setting.

•Transformational materials are introduced and children gain facility with their properties and possibilities. This method enhances communication possibilities and makes learning visible in literacy, math, science and all areas of interdisciplinary learning. The learning strategies allow for continuous reflection in discussion and analysis of the work by children with teachers' support.

•Teachers carefully listen and interact with children, culling possible curricular areas to investigate, in order to develop long-term units of study. One outcome gained is in the children's awareness for the interactive and explorative nature of learning. Within these units, teachers integrate content connecting the children's experiences to multiple standards and benchmarks connected to the Illinois Early Learning Standards, Creative Curriculum and Common Core.

In addition, the emergent curriculum emphasizes theorizing, higher order thinking, communication and collaboration of ideas. The social-constructivist model prepares children with a solid base on which to build future knowledge.

Evidence of children's learning and performance is shared at each LSC meeting and in the State of the School (SOS), at beginning of school year. Options for Knowledge parent workshops help parents learn of the different choices for Kindergarten opportunities.

Teachers visit neighborhood Kindergarten programs, along with Kindergarten-bound children and families.

Case manager and special education teachers make appointments to individual assigned schools to aid in kindergarten transition.

Every Parent-Teacher Conference, in January and June, parents are given a written overview of their child's success. They also show them TS Gold Checkpoints which show where their child is faring alongside other children.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
 - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
 - **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1 2 **3** 4

In supporting children to be prepared for kindergarten, we begin with children developing their relationships with children and parents to support children's social/emotional and cognitive development. We do this by utilizing their interpersonal-relationships with the learning environment and their peers by creating paths for children to be independent, self-regulated, be motivated, curious, and compassionate.

Materials are an important aspect of this by having quality literature and providing opportunities for children to dictate stories so they can begin to understand the arc of a story, character development and setting. Transformational materials (clay, wire, paper, watercolors, etc.) are introduced and children gain facility with their properties and possibilities. This method enhances communication, possibilities, and makes learning visible in literacy, math, science, and all areas of interdisciplinary learning. The learning allow for continuous reflection in discussion and analysis of the work by children with teacher's support.

Teachers carefully listen and interact with children, culling possible curricular areas to investigate, in order to develop long term units of study. One outcome gained is in the children's awareness for the interactive and explorative nature of learning. Within these units, teachers integrate content connecting the children's experiences to multiple standards and benchmarks connected to the Illinois Early Learning Standards, Creative Curriculum and Common Core.

In addition, teachers utilize the lesson plan format to reflect on children's learning and create flexible learning groups throughout the week in addition to demonstrating materials exploration and provocations. Teachers pose open-ended and thought-provoking questions to maximize children's learning.

Teachers have implemented best practices for early childhood Mathematics through the support of the Erikson Institute Early Math Collaborative by attending summer training sessions, on site coaching and all staff professional development by Rebeca Itzkowich.

Our teaching philosophy is based on the Reggio Approach (child directed, parents as teachers, exploration and questioning, collaboration) which is early childhood approach that is recognized internationally. The Reggio approach dovetails and supports the CPS Framework for Teaching by emphasizing emergent curriculum based on teacher and student's interests.

Classroom studies supports both long and short term in depth studies, multidisciplinary which include Social Studies, Science, Math, Literacy, the Arts and Social/Emotional development.
 Whole school action research project is being implemented on large and small group instruction and learning which include group observations and peer observations.
 Nature center investigations is ongoing to support flexible grouping and cognitively demanding tasks.

Within the CPS Framework for Teaching, most teachers have focused this year on 3b, using questioning and discussion techniques, teacher-child interaction aligned with the early childhood CLASS categories of: concept development, quality of feedback and language modeling. Informal PQS observations have provided specific feedback in these areas.

Guide for Instruction

- Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student

misconceptions.

- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1 2 **3** 4

Children's social/emotional growth is given as much importance as their intellectual growth, and we nurture them so they can grow to feel empathy for others and learn how to collaborate in learning.

Speech and language pathologists provide whole group instruction to provide Tier 1 interventions in four classrooms. ECSE itinerant provides Tier 1 support to two classrooms to support inclusive opportunities and small group support. Blended classroom LBS1 teachers provide accommodations and modifications to provide Tier 2 and Tier 3 support in four classrooms. Case manager supports remaining classrooms to provide Tier 2 and Tier 3 support on an as needed basis.

Attendance is monitored on monthly basis. Classroom staff and administration are given updates and percentages of children absent. Follow-ups are made with Gads Hill social worker and School-Community Representative and, when needed, principal is involved. Home visits occur on a regular basis with those families that need support with attendance and social/emotional needs.

When a concern about a child arises, MTSS supports include progress monitoring tools for Tier II and III. There is a process in place where staff uses the data collection form and submits it to either the case manager or clerk to set in motion the needed interventions. For example, for social/emotional concerns, the Barr-Harris Grief Center provides counseling on site. We also have an Art therapist from the Institute on Psychoanalysis who provides interventions to student's experiencing social/emotional challenges.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
	3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 2 3 4

Data is available from TS Gold, pre-k standards for all classrooms to assess individual classroom growth as well as school growth. In 2014-15, children increased their math growth goals (meeting and exceeding widely held expectations), moving from 79% to 84%. In Literacy, children's growth moved from 66% to 88%. Literacy portfolios have been developed in some classrooms and connected to a rubric to assess children's oral language, vocabulary, story construction, and other literacy skills. This is an authentic assessment developed locally using the most current research in early childhood literacy development. We need to develop a portfolio assessment which will authentically capture children's learning in all major developmental areas as well as demonstrate the breadth and depth of student learning.

Documentation of children's work is used for furthering growth in long-term studies. In most cases, the documentation panels are presented in English and Spanish to provide children and parents' thoughts in their first language. Teachers collect children's work, (identity panels, portfolios, writing portfolios) transcribe their conversations and observations, gather photos and video documentation and organize it in order to assess the children's understanding, ability, and levels of interest. They use this documentation to reflect and analyze, with the children and, at a separate time with colleagues, so asked to further evolve and deepen the study. In addition, student work is assessed weekly during curriculum meetings in order to further student engagement and learning.

ESI-R and ASQ assessments are used for initial screening as well as REACH assessment tasks at the beginning and the end of the year to measure growth. Pre-IPT language assessments are used at the beginning of the year to note student's second language development needs. Some evidence of individualized L1 and L2 instruction and groupings based on need can be seen in weekly lesson plans.

AEPS, DTKRII and IEP goals are used regularly with students with IEPs to determine needs in the classroom. Some evidence of individualized SEL, gross and fine motor and academic instruction and groupings based on need can be seen in weekly lesson plans.

Parent-Teacher conference narratives student reports two times per year provide opportunities for systematic communication with parents on student growth and home support of student's goals. In addition, IEP reports are developed and communicated with parents on a quarterly basis. Attendance reports are used on a monthly basis to identify and provide for student/families support needs.

Guide for Balanced Assessment & Grading

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)
- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udcenter.org/aboutud/udcurriculum>) and use of accommodations and, where needed, modifications.
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their

- answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Score

1 2 3 4

- A culture of learning reflects the philosophy of the Reggio Approach which has its foundation on the interactions and collaborations among students, teachers and parents. Evidence in the vision and mission of the school.
- Diverse learners' IEP goals are monitored and addressed as seen in quarterly IEP reports. Classroom staff, along with related-service providers, are seen working daily with individual children and small groups to help children move forward.
- Individual student learning goals is guided by the outcomes and objectives from TS Gold and the Illinois Early Learning Standards and teachers assess individual student growth as well as school growth.
- Staff comes together in weekly curriculum meetings to look at children's work and discusses possibilities to further their learning. This includes creating groups of children from different classrooms to work together and share ideas, including Diverse learners with general education students. In addition to the classroom teachers, the Nature room and art staff work with small groups in deepening exploration and learning, with a special focus on 4-year old children transitioning to kindergarten.
- The school provides spaces within the school to help support with social emotional needs when needed. Examples: Nature room, Library, hallway areas or Gross motor area.
- The environments are set up throughout the school to support children's learning. Quality of Facilities rated 'strong' by parent in the 2014-15 school survey.
- In 2014-15, 77% of teachers rated proficient or distinguished in 2b. Establishing a Culture for Learning

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1 2 **3** 4

- Based on the Reggio philosophy, the staff works diligently to create an environment of trust, support, respect and caring, providing many opportunities for meaningful interactions between teachers and parents and among students.

--CPS Framework for Teaching 2a. Creating an Environment of Respect and Rapport, 92% of teachers rated proficient or distinguished

- Staff demonstrates knowledge of the students and responds to the cultural and linguistic diversity of the students.

- We have staff that support parents and children with translation throughout the school in Spanish and Cantonese.

- We involve our diverse learners and general education children whenever possible to interact and work together and learn and support each other.

-2014-15 5 Essentials rating: Neutral for Collaborative Teachers and Effective Leaders and Not Enough Data in Supportive Environment

-2014-15 Parent Survey rating: School Community: Do parents feel welcome and included in the school? STRONG

Parent-Teacher Partnership: Do parents feel teachers partner with them to support student success? STRONG

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1 2 **3** 4

- Children participated in the creation and selection of the school logo to be used in our school t-shirts
- Children and parents' opinions and ideas were considered in the updating of the gross motor space.
- Children in every classroom participate in the holiday food drive with St. Maurice (contribution to the community)
- Children come ready to learn and take part in sharing ideas for our school, such as finding space within the school to show their work for all to see.
- MVMS, Not Enough Data in Supportive Environment
- Family engagement in learning and community building: Fall Fest, Theater Day and the Block Party provide opportunities for children and families to explore, engage, learn and celebrate as a school community as evidenced by photos of the events.
- Parents participated professional development and in observing and documenting teaching and learning in the classroom. Through their eyes, they created documentation panels for a parent exhibition in the spring.
- Need to promote children's voice within CPS and within the McKinley Park community

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 **3** 4

- The school prepares children and staff in case there are emergencies by conducting more than the number of required drills, such as Fire, disaster, bus evacuation, Epipen and lock downs.
- The school provides children with appropriate spaces within the school, where no children or staff are in danger, to help children when they need a quiet place to help them relax or self regulate.
- 5 Essentials-Supportive Environment rated 'Not Enough Data'
- MVMS Survey -Safety rated 'Not Enough Data'
- CPS Framework for Teaching 2c, Management of Transitions, 77% of teachers rated proficient or above
- Basement committee worked to develop gross motor area to improve safe indoor play for children
- All staff meetings provide a platform for problem solving and consensus building concerning school-wide rules and issues.
- SECAS and security guard are certified in CPR
- Staff to child ratio is 1to 10, a very high adult to child ration in order to promote the safety of children

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ MVMS score – “Safety” ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Score

1 2 3 **4**

- ECE Social and Emotional Learning and Development standards are the foundation for children's success in school. As measured through TS Gold
- Staff focus on positive behaviors, peer modeling and intentional teaching, aimed towards developing children's internal controls, instead of external consequences. Interactions between adults and children are positive and without the use of punitive measures.
- Staff use developmentally appropriate practices to support challenging behaviors.
- Teachers have community meetings to problem solve classroom issues together, thus promoting collaboration and SEL growth.
- Parent workshops provide parent with understanding and tools to support their children's social, emotional and behavioral growth.
- Art therapist is used as a Tier 2/3 intervention in supporting children's social, emotional and behavioral growth.
- CPS Framework for Teaching 2a. Creating an Environment of Respect and Rapport, 92% of teachers rated proficient or distinguished
- When an incident occurs, parents are notified via phone or face-to-face. Incidents are documented and entered into Verify within 24 hours.
- CPS Framework for Teaching 4c. Communicating with Families, 90% of teachers rated proficient or distinguished

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
 - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high

Score

1 2 3 4

levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

- All teachers and administrators of the school set high expectations for the role of the parent and family given this can be the first formal step in a child's education. This begins at the start of the year, where parents spend two full days of Orientation. Parents gain an understanding of the style and substance of the Reggio approach and curriculum. Reggio philosophy holds that the parent is the child's first teachers, and their essential role in the education of their child, both at home and in school, is emphasized. (As evidenced by Identity panels)
- PRT and SCR meet with and encourage parents to participate in parent workshops and materials workshops offered throughout the school year. Parents are helped to understand that children not only learn basic skills in school but are encouraged to dive deep into their realm of interest where their opinions, ideas can be created and families can help provoke their interests further.
- Parents are invited to attend regularly scheduled parent meetings where different topics are discussed which include Parenting skills and parent leadership workshops (including materials exploration) that inform them and teach them about the Reggio approach and curriculum.
- The school promotes nightly child-parent reading, writing reports and involvement in extended activities at home . Evidence: Monthly Reading Log, Mini-Book Report and Parent Home Involvement Checklist forms.
- Parents readily provide support as chaperones on classroom field trips.
- There are 6 parent positions on the LSC. Currently, we have 3 parent positions open. We have some attending the bimonthly LSC meetings.
- The Bilingual Advisory Council (BAC-see meeting minutes) meets quarterly to plan parent meetings on topics that address bilingualism and linguistic and cultural diversity issues as well as promoting more cultural events (cultural diversity) within our school as evidenced on monthly parent calendars.
- Parents participate in the Network BAC meetings and in the Chicago Multilingual Parent Council meetings.
- Parents participate in the Network 8 Parent Leaders on a monthly basis. (N8PLs)
- 2014-15-100% parent participation in Parent Survey
- 2014-15 Parent Survey rating: School Community: Do parents feel welcome and included in the school? STRONG
- Parent-Teacher Partnership: Do parents feel teachers partner with them to support student success? STRONG
- 2014-15 5 Essentials Survey: Involved Families: Does the school partner with families and communities? STRONG
- Monthly parent calendars and newsletters with message from the principal are sent home in backpacks
- Flyers announcing parent workshops are visible at classroom doors
- Some parent involvement in the classroom as evidenced in lesson plans and in photos: reading to children, materials exploration and nutrition activities.
- Parents are encouraged to participate as parent volunteers in the classroom per Child Parent Center guidelines. Evidence in the Parent Activity and Volunteer Log sign-in forms.
- Quarterly parent-teacher conferences where participation by parents is, on average, 90% as evidenced in classroom sign-in sheets.
- Teachers, staff and related-service providers conduct home visits throughout the year as evidenced by monthly home visit logs.
- Need to make clear the expectations of parent involvement in the life of the school and learning community
- Staff need PD on how to build and maintain positive and inviting relationships with parents.

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Parent Partnership	<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Relational Trust	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Safety & Order	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
4	Culture of & Structure for Continuous Improvement: Professional Learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
4	Expectations for depth & breadth of Student Learning: Instructional Materials	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐

4 Expectations for Quality & Character of School Life: Culture for Learning

1	2	3	4	5	⊗
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4 Expectations for Quality & Character of School Life: Restorative Approaches to Discipline

1	2	3	4	5	⊗
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Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
n/a	(Blank)	(Blank)	0.00	0.00
National School Growth Percentile - Math				
n/a	(Blank)	(Blank)	0.00	0.00
% of Students Meeting/Exceeding National Ave Growth Norms				
n/a	(Blank)	(Blank)	87.00	90.00
African-American Growth Percentile - Reading				
n/a	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Reading				
n/a	(Blank)	(Blank)	0.00	0.00
English Learner Growth Percentile - Reading				
n/a	(Blank)	(Blank)	0.00	0.00
Diverse Learner Growth Percentile - Reading				
n/a	(Blank)	(Blank)	0.00	0.00
African-American Growth Percentile - Math				
n/a	(Blank)	(Blank)	0.00	0.00
Hispanic Growth Percentile - Math				
n/a	(Blank)	(Blank)	0.00	0.00
English Learner Growth Percentile - Math				
n/a	(Blank)	(Blank)	0.00	0.00
Diverse Learner Growth Percentile - Math				
n/a	(Blank)	(Blank)	0.00	0.00
National School Attainment Percentile - Reading (Grades 3-8)				
n/a	(Blank)	(Blank)	0.00	0.00
National School Attainment Percentile - Math (Grades 3-8)				

n/a	(Blank)	(Blank)	0.00	0.00
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National School Attainment Percentile - Reading (Grade 2)

n/a	(Blank)	(Blank)	0.00	0.00
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National School Attainment Percentile - Math (Grade 2)

n/a	(Blank)	(Blank)	0.00	0.00
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% of Students Making Sufficient Annual Progress on ACCESS

n/a	(Blank)	(Blank)	0.00	0.00
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Average Daily Attendance Rate

2014-15-87.5% 2014-15-TBD	(Blank)	(Blank)	90.00	90.50
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My Voice, My School 5 Essentials Survey

We would like to move from organized to well organized.	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

1 of 2 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
ISBE AWARD OF EXCELLENCE				
The highest award for pre-school rating is Award of Excellence. We were rated 'gold' in 2015-16 and just recently received the Award of Excellence in preschool teaching and learning.	(Blank)	(Blank)	(Blank)	(Blank)
(Blank)				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Strategies

Strategy 1

If we do...

Authentic assessments and rigorous student tasks

...then we see...

How children are growing and developing and where to provide challenging and intentional individualized instruction

...which leads to...

Increased growth in ECE developmental areas, especially in literacy, math, cognitive, SEL and language and second language acquisition.

Tags:

Literacy/Reading, Math, Arts, Diverse Learners, English Learners, Curriculum Design, Professional Learning, Attendance, SEL, Data Use, Teacher Teams/Collaboration, ILT, Bilingual, Trust, Instructional practices

Area(s) of focus:

1, 2

Action step

Develop Portfolio Assessment for each child in the areas of literacy, math, the Arts and SEL.

Responsible

Admin, ILT, teachers, ESPs/PSRPs

Timeframe

Jul 1, 2016 to Jun 30, 2017

Evidence for status

Portfolio contents specified, portfolios evident and used in parent-teacher conferences

Status

Not started

Literacy/Reading, Math, Core Instruction, Arts, Diverse Learners, Assessment, SEL, Data Use, Teacher Teams/Collaboration, ILT, Personalized Learning, Bilingual, Instructional practices, Rigour, Academic gain, Differentiated instruction

Modify portfolio for diverse learners.	Case manager, SPED staff, admin, ESPs	Jul 1, 2016 to Jun 30, 2017	Rubrics for each child in binders and used during parent-teacher conferences as well as used on an informative basis with teachers	Not started
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Literacy/Reading, Math, Diverse Learners, SEL, Data Use, Teacher Teams/Collaboration, Academics, Differentiated instruction

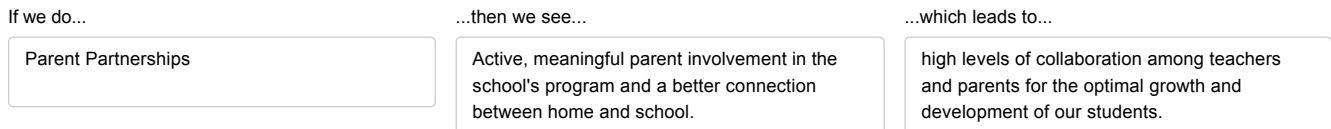
Incorporate artifacts for multi-lingual students (story dictation in home language and second language, for example)	Bilingual lead teacher, bilingual teachers, admin, ESPs/PSRPs	Jul 1, 2016 to Jun 30, 2017	1st and 2nd language acquisition evidence present	Not started
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Literacy/Reading, Math, English Learners, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Bilingual, Academic

Use Story Dictation Rubric at least 2 times per year for 4 year olds (Sem. 1 and 2) and 1 time per year for 3-year olds (Sem. 2)	Admin, ILT, teachers, ESPs/PSRPs	Jul 1, 2016 to Jun 30, 2017	Rubrics filled out and placed in child's portfolio along with the story dictation samples (fall and spring for 4 year olds and spring for 3 year olds)	Behind
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Literacy/Reading, Core Instruction, Diverse Learners, Assessment, Instructional Coaching, Data Use, Teacher Teams/Collaboration, ILT, Personalized Learning, Bilingual, Instructional practices, Rigour, Academic gain, Differentiated instruction

Strategy 2



Tags: Literacy/Reading, Climate and Culture, Family and Community Engagement, Personalized Learning, Bilingual

Area(s) of focus: 3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Initial messaging for parents as our partners/co-teachers for both parents and teachers and CPC requirements through hosting Parent Orientation at the beginning of the school year and on-going dialogue. Acknowledging and supporting the home language.	PRT, Teachers, ESPs, SCR, Admin, ALL	Jun 1, 2016 to Jun 30, 2017	Parent Orientation took place and on-going dialogue is in progress.	On-Track

Diverse Learners, English Learners, Attendance, Climate and Culture, Family and Community Engagement, Teacher Teams/Collaboration, Bilingual

Set expectations for parent involvement, 10 hours of volunteer time per month, for both parents and teachers. To see parents as partners in education on an on-going basis.

PRT, Teachers, ESPs, SCR, Admin, ALL

Jun 1, 2016 to Jun 30, 2017

Expectations agreement document is written and reviewed.

On-Track

Diverse Learners, English Learners, Attendance, Climate and Culture, Family and Community Engagement, Teacher Teams/Collaboration, Bilingual

All staff know CPC guidelines for parent volunteers and support the requirement of the 10 hours of volunteer per month.

PRT, Teachers, ESPs, SCR, Admin, ALL

Jun 1, 2016 to Jun 30, 2017

The percentage of parent volunteers completing 10 hours has increased to?

On-Track

Diverse Learners, English Learners, Climate and Culture, Family and Community Engagement, Teacher Teams/Collaboration, Bilingual, Data

Conduct monthly Parent Volunteer Workshop/trainings for better support of classroom activities.

PRT, Teachers, ESPs, Admin

Sep 1, 2016 to Jun 30, 2017

Workshops and trainings are progressing as planned.

On-Track

Literacy/Reading, Math, Diverse Learners, English Learners, Attendance, Climate and Culture, Family and Community Engagement, Teacher Teams/Collaboration, Bilingual

Host monthly Parent meetings and various workshops (including Abriendo Puertas) that support effective parenting, the Reggio Approach and healthy child development.

PRT, Teachers, Admin, SCR, Consultant, Community

Jun 1, 2016 to Jun 30, 2017

Workshops and trainings are progressing as planned.

On-Track

Literacy/Reading, Math, Diverse Learners, English Learners, Attendance, Climate and Culture, SEL, Family and Community Engagement, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Leadership

Collaborate with parents to design and implement family activities: Fall Fest, Day of the Dead, Chinese New Year, Theater Day and Block Party.

PRT, Teachers, Admin, SCR, Consultant, Community And Parents

Jul 1, 2016 to Jun 30, 2017

Family events take place as planned throughout the year.

On-Track

Literacy/Reading, Diverse Learners, English Learners, Climate and Culture, Family and Community Engagement, Project-based learning, Bilingual, Instructional practices

Conduct home visits for all new students and families, using a flex day at the start of the year and the first month of school

PRT, SCR, teachers, TAs, SECAs, Admin

Jul 1, 2016 to Oct 31, 2016

Teacher logs of all home visits with notes

Not started

Diverse Learners, English Learners, Attendance, Climate and Culture, Family and Community Engagement, Teacher Teams/Collaboration

Redesign the placement process for students using a team of teachers, focused on bilingual support.	PRT, Admin, teachers and SECAs	Jul 1, 2016 to Aug 31, 2016	New placement process documented, with roles of teacher teams designated, date for registration on calendar.	Not started
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Diverse Learners, English Learners, Family and Community Engagement, Teacher Teams/Collaboration, Bilingual

Strategy 3

If we do...	...then we see...	...which leads to...
Student Voice and build relational trust	students and families will be actively interested and engaged in learning, and invested in the school,	an increase in connection and interaction between the families of the school and community partners.

Tags: Climate and Culture, Family and Community Engagement, Community schools, Project-based learning, Bilingual, Trust
 Area(s) of focus: 3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Establish "Relational Trust Advisory Group" to engage and monitor our own school community as we move forward with connection to community at large.	Administration, ILT, CPC staff, parent leaders	Aug 29, 2016 to Jun 4, 2017	Committee goals; meeting minutes; year end report	Not started

Family and Community Engagement, ILT, Leadership, Trust, Data

Host quarterly family interactive engagements within the school outside of school hours.	CPC staff, parent leaders, Classroom staff, Administration	Sep 6, 2016 to Jun 9, 2017	literacy events; cultural nights; study sharing nights; family days	Not started
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Literacy/Reading, Arts, Climate and Culture, Family and Community Engagement

Host an exhibit/outreach/advocacy event for McKinley Part community to promote Reggio Approach and Rights of the Child.	Administration, SCR, parent leaders, LSC, Teaching Staff	Feb 28, 2017 to Mar 28, 2017	Exhibit/Event(s) hosted by the school in conjunction with community partner	Not started
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Arts, Family and Community Engagement, Teacher Teams/Collaboration, Project-based learning, Leadership

Individual Classrooms "adopt" individual businesses (within a long term community study).	Classroom Staff, SCR	Oct 17, 2016 to Jun 9, 2017	Classrooms collaboratively produce student-created business "guide" to McKinley Park	Not started
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Arts, SEL, Family and Community Engagement, Teacher Teams/Collaboration, Social studies, Project-based learning, Leadership, Trust

District priority and action step	Responsible	Start	End	Status
<p>✦ Develop Portfolio Assessment for each child in the areas of literacy, math, the Arts and SEL. Tags: Literacy/Reading, Math, Arts, Diverse Learners, English Learners, Curriculum Design, Professional Learning, Attendance, SEL, Data Use, Teacher Teams/Collaboration, ILT, Bilingual, Trust, Instructional practices, Literacy/Reading, Math, Core Instruction, Arts, Diverse Learners, Assessment, SEL, Data Use, Teacher Teams/Collaboration, ILT, Personalized Learning, Bilingual, Instructional practices, Rigour, Academic gain, Differentiated instruction</p>	Admin, ILT, teachers, ESPs/PSRPs	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Modify portfolio for diverse learners. Tags: Literacy/Reading, Math, Arts, Diverse Learners, English Learners, Curriculum Design, Professional Learning, Attendance, SEL, Data Use, Teacher Teams/Collaboration, ILT, Bilingual, Trust, Instructional practices, Literacy/Reading, Math, Diverse Learners, SEL, Data Use, Teacher Teams/Collaboration, Academics, Differentiated instruction</p>	Case manager, SPED staff, admin, ESPs	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Incorporate artifacts for multi-lingual students (story dictation in home language and second language, for example) Tags: Literacy/Reading, Math, Arts, Diverse Learners, English Learners, Curriculum Design, Professional Learning, Attendance, SEL, Data Use, Teacher Teams/Collaboration, ILT, Bilingual, Trust, Instructional practices, Literacy/Reading, Math, English Learners, Family and Community Engagement, Data Use, Teacher Teams/Collaboration, Bilingual, Academic</p>	Bilingual lead teacher, bilingual teachers, admin, ESPs/PSRPs	Jul 1, 2016	Jun 30, 2017	Not started
<p>✦ Use Story Dictation Rubric at least 2 times per year for 4 year olds (Sem. 1 and 2) and 1 time per year for 3-year olds (Sem. 2) Tags: Literacy/Reading, Math, Arts, Diverse Learners, English Learners, Curriculum Design, Professional Learning, Attendance, SEL, Data Use, Teacher Teams/Collaboration, ILT, Bilingual, Trust, Instructional practices, Literacy/Reading, Core Instruction, Diverse Learners, Assessment, Instructional Coaching, Data Use, Teacher Teams/Collaboration, ILT, Personalized Learning, Bilingual, Instructional practices, Rigour, Academic gain, Differentiated instruction</p>	Admin, ILT, teachers, ESPs/PSRPs	Jul 1, 2016	Jun 30, 2017	Behind
<p>✦ Initial messaging for parents as our partners/co-teachers for both parents and teachers and CPC requirements through hosting Parent Orientation at the beginning of the school year and on-going dialogue. Acknowledging and supporting the home language. Tags: Literacy/Reading, Climate and Culture, Family and Community Engagement, Personalized Learning, Bilingual, Diverse Learners, English Learners, Attendance, Climate and Culture, Family and Community Engagement, Teacher Teams/Collaboration, Bilingual</p>	PRT, Teachers, ESPs, SCR, Admin, ALL	Jun 1, 2016	Jun 30, 2017	On-Track
<p>✦ Set expectations for parent involvement, 10 hours of volunteer time per month, for both parents and teachers. To see parents as partners in education on an on-going basis. Tags: Literacy/Reading, Climate and Culture, Family and Community Engagement, Personalized Learning, Bilingual, Diverse Learners, English Learners, Attendance, Climate and Culture, Family and Community Engagement, Teacher Teams/Collaboration, Bilingual</p>	PRT, Teachers, ESPs, SCR, Admin, ALL	Jun 1, 2016	Jun 30, 2017	On-Track
<p>✦ All staff know CPC guidelines for parent volunteers and support the requirement of the 10 hours of volunteer per month. Tags: Literacy/Reading, Climate and Culture, Family and Community Engagement, Personalized Learning, Bilingual, Diverse Learners, English Learners, Climate and Culture, Family and Community Engagement, Teacher Teams/Collaboration, Bilingual, Data</p>	PRT, Teachers, ESPs, SCR, Admin, ALL	Jun 1, 2016	Jun 30, 2017	On-Track
<p>✦ Conduct monthly Parent Volunteer Workshop/trainings for better support of classroom activities. Tags: Literacy/Reading, Climate and Culture, Family and Community Engagement, Personalized Learning, Bilingual, Literacy/Reading, Math, Diverse Learners, English Learners, Attendance, Climate and Culture, Family and Community Engagement, Teacher Teams/Collaboration, Bilingual</p>	PRT, Teachers, ESPs, Admin	Sep 1, 2016	Jun 30, 2017	On-Track
<p>✦ Host monthly Parent meetings and various workshops (including Abriendo Puertas) that support effective parenting, the Reggio Approach and healthy child development. Tags: Literacy/Reading, Climate and Culture, Family and Community Engagement, Personalized Learning, Bilingual, Literacy/Reading, Math, Diverse Learners, English Learners, Attendance, Climate and Culture, SEL, Family and Community Engagement, Teacher Teams/Collaboration, Personalized Learning, Bilingual, Leadership</p>	PRT, Teachers, Admin, SCR, Consultant, Community	Jun 1, 2016	Jun 30, 2017	On-Track
<p>✦ Collaborate with parents to design and implement family activities: Fall Fest, Day of the Dead, Chinese New Year, Theater Day and Block Party. Tags: Literacy/Reading, Climate and Culture, Family and Community Engagement, Personalized Learning, Bilingual, Literacy/Reading, Diverse Learners, English Learners, Climate and Culture, Family and Community Engagement, Project-based learning, Bilingual, Instructional practices</p>	PRT, Teachers, Admin, SCR, Consultant, Community And Parents	Jul 1, 2016	Jun 30, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Conduct home visits for all new students and families, using a flex day at the start of the year and the first month of school</p> <p>Tags: Literacy/Reading, Climate and Culture, Family and Community Engagement, Personalized Learning, Bilingual, Diverse Learners, English Learners, Attendance, Climate and Culture, Family and Community Engagement, Teacher Teams/Collaboration</p>	PRT, SCR, teachers, TAs, SECAs, Admin	Jul 1, 2016	Oct 31, 2016	Not started
<p>✦ Redesign the placement process for students using a team of teachers, focused on bilingual support.</p> <p>Tags: Literacy/Reading, Climate and Culture, Family and Community Engagement, Personalized Learning, Bilingual, Diverse Learners, English Learners, Family and Community Engagement, Teacher Teams/Collaboration, Bilingual</p>	PRT, Admin, teachers and SECAs	Jul 1, 2016	Aug 31, 2016	Not started
<p>✦ Establish "Relational Trust Advisory Group" to engage and monitor our own school community as we move forward with connection to community at large.</p> <p>Tags: Climate and Culture, Family and Community Engagement, Community schools, Project-based learning, Bilingual, Trust, Family and Community Engagement, ILT, Leadership, Trust, Data</p>	Administration, ILT, CPC staff, parent leaders	Aug 29, 2016	Jun 4, 2017	Not started
<p>✦ Host quarterly family interactive engagements within the school outside of school hours.</p> <p>Tags: Climate and Culture, Family and Community Engagement, Community schools, Project-based learning, Bilingual, Trust, Literacy/Reading, Arts, Climate and Culture, Family and Community Engagement</p>	CPC staff, parent leaders, Classroom staff, Administration	Sep 6, 2016	Jun 9, 2017	Not started
<p>✦ Host an exhibit/outreach/advocacy event for McKinley Part community to promote Reggio Approach and Rights of the Child.</p> <p>Tags: Climate and Culture, Family and Community Engagement, Community schools, Project-based learning, Bilingual, Trust, Arts, Family and Community Engagement, Teacher Teams/Collaboration, Project-based learning, Leadership</p>	Administration, SCR, parent leaders, LSC, Teaching Staff	Feb 28, 2017	Mar 28, 2017	Not started
<p>✦ Individual Classrooms "adopt" individual businesses (within a long term community study).</p> <p>Tags: Climate and Culture, Family and Community Engagement, Community schools, Project-based learning, Bilingual, Trust, Arts, SEL, Family and Community Engagement, Teacher Teams/Collaboration, Social studies, Project-based learning, Leadership, Trust</p>	Classroom Staff, SCR	Oct 17, 2016	Jun 9, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy

Complete

Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

We do not receive Title I funds.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

We do not receive Title I funds.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

We do not receive Title I funds.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

We do not receive Title I funds.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

We are a preschool and use quarterly conferences to meet with parents to discuss the child's early childhood growth and development using a portfolio.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

We do not receive Title I funds.

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

We do not receive Title I funds.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

As a CPC, meetings and workshops occur on a daily basis and focus on social and emotional and academic needs of children. Teachers invite parents into the classroom to work with parents in how they can support their child's learning at home. We have a parent resource room that is open for parents to come and use our computers and discuss concerns or issues with our child/parent center staff. There are parent support groups to support parents in parenting their children as well as gain support to deal with family issues.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

Thomas is a child-parent center, and has staff that particularly focuses on parent engagement in the child's education as well as parent engagement in their own education. The parent resource teachers, along with the community school representative, reach out to engage parents on a daily basis. This fact, along with the Reggio approach, demands that we respect the parent as the child's first teacher and work together toward to growth and well being of the child. Using the Reggio-inspired preschool principles, parents are the child's first teacher, and the home is the child's first school. With this foundational belief, parents are welcomed into the classrooms and school community to collaborate together to support the child's growth and development.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

We are a Reggio-inspired preschool and a child parent center that has a full program of events and activities primarily related to how the parents can support the child's literacy, math, social/emotional, cognitive and language development at home. In addition, as a CPC, parents are expected to volunteer 10 hours per week in their child's education.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Monthly newsletters and calendars are sent to each parent in Spanish and English. There are also visual reminders of workshops at every classroom door.

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

n/a

Parent Compact

Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Velma Thomas's mission is to provide an education that honors the unique image of each child and strives to appreciate and nurture a diverse community of learners. We will foster authentic relationships through communication and collaboration with children, families, staff and members of the community. Within these partnerships, we will strive to prepare inquisitive, self-motivated lifelong learners. Using the Reggio-inspired arts-based approach to early childhood education, we will provide the resources and learning environment for children to growth in content areas (literacy, math, science, social studies) and developmental areas (language, cognition, social and emotional, gross and fine motor).

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Thomas holds four parent-teacher conferences per year for every child, aligned with the CPS quarters. Teachers utilize the TS Gold development and learning standards as well as the child's portfolio to discuss the child's growth and development. We will further develop and systematize authentic portfolios that show children's breadth and depth of learning for 2016-17.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

Thomas holds quarterly parent-teacher conferences for every child. Teachers utilize the TS Gold development and learning standards as well as the child's portfolio to discuss the child's growth and development. In addition, teachers and parents interact on a daily basis at drop off and pick up time inside the school. Finally, parents have regular phone and face-to-face contact with the teachers to communicate necessary achievements and challenges.

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

As a preschool, teachers and parents interact on a daily basis at drop off and pick up time inside the school at the classroom door. Parents are invited to stay in the classroom for 15-20 minutes daily to read to the children and eat breakfast together. In addition, staff meet with parents before and after school, and during their preps, when they also conduct home visits.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.

During initial parent orientation, parents understand their 10 hours per month volunteer commitment (we are a cpc center) to the school and the child's classroom. Workshops are held to help support parents in understanding how to participate with the children in the classroom and support children's learning at home.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

Using the Reggio-inspired preschool principles, parents are the child's first teacher, and the home is the child's first school. With this foundational belief, parents are welcomed into the classrooms and school community to collaborate together to support the child's growth and development. We are also a child parent center that has a full program of events and activities primarily related to how the parents can support the child's literacy, math, social/emotional, cognitive and language development at home.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

Using the Reggio-inspired preschool principles, parents are the child's first teacher, and the home is the child's first school. With this foundational belief, parents are welcomed into the classrooms on a daily basis and school community to collaborate together to support the child's growth and development. In addition, we are also a child parent center that has a full program of events and activities primarily related to how the parents can support the child's literacy, math, social/emotional, cognitive and language development at home. The parent resource teacher and the school community representative (cpc staff) as well as the head teacher, case manager and principal, are always available to consult with the parent regarding concerns and issues.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Preschool children enjoy coming to school, playing hard and learning much. The parents make a commitment to bring their children every day so that the positive learning habits can continue throughout their PK-12th grade education.

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental involvement; specify your goals.

We do not received Title 1 funding.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 0 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 0 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 0 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 0 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 0 .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized.	\$ 0 .00

School must keep all receipts.

53510	Postage Must be used for parent involvement programs only.	\$	0	.00
53306	Software Must be educational and for parent use only.	\$	0	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$	0	.00
